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ABSTRACT

This paper identifies issues and potential conflicts in the harmonization of education and training programs for the three information professions, i.e., archives, information science, and librarianship, and notes that these professions have a common bond and purpose as carriers of information and providers of service to their user communities. Topics expanded upon in the paper include: (1) curriculum design and development; (2) core library and information science curriculum; (3) relationship among information science, librarianship, and information studies; (4) informational role of archives; (5) common subjects of interest to the three professions; (6) institutions teaching all three disciplines; (7) the concepts of "trunk" and "satellites"; (8) options or electives in postgraduate programs; and (9) a foundation course in human communication. It is suggested that the teacher, the students, and the course itself are all important contributors to the harmonization process. Appendixes contain a flow chart of information/records management and the curriculum requirements for a master of arts degree in librarianship. (19 references) (CGD)

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CURRICULUM DEVELOPMENT: THE CORE - COMMON TRUNK OR SATELLITES

by
Professor W.L.Saunders

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CURRICULUM DEVELOPMENT: THE CORE - COMMON TRUNK OR SATELLITES

by

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It would be helpful, I believe, if I commenced this paper by saying something about the particular background that I bring to the task - not merely to establish my credentials, but more importantly to ensure that participants in this colloquium can make their own assessment of my perspectives and take due account of my prejudices;these latter, I hope, will not be too plentiful.

First of all let me say that I shall draw largely on British experience and practice, because this is what I know best, but over the years I have also had quite a lot of overseas experience and this I shall draw on, too. My relevant British experience began in 1963 when I was appointed founding Director of a department in Sheffield University which had been created to provide a one year postgraduate course of education for Librarians and Information Scientists - the latter being all science graduates, the former having a background in the arts; I held this post for nearly 20 years. In our early days much of the teaching of both groups was in common, but by the end of the 1960's the course had been converted into two separate Masters programmes, and relatively little was taught on a combined basis - in fact the reverse of the move towards harmonisation which has brought our present group together this week! Our involvement with archives, incidentally, was restricted to one morning of lectures each year from a specialist archivist, at the level of "appreciation"

By the mid-1970's I was fairly heavily involved in curriculum development activity and in 1978 I produced for UNESCO their Guidelines on Curriculum Development for Information Studies.(1) Soon afterwards - in 1980 - I participated in the Pre-IFLA Conference Seminar at Manila, the first of the series leading to this present colloquium,but I did not have the benefit of attending subsequent Pre-IFLA gatherings on this topic or the meetings at Vienna and Varna at which specialised attention was given to the subjects of Management and Conservation.

Back here in Britain I chaired the Library and Information Services Council's Working Group which between 1983 and 1985 carried out an extensive consultative study of Manpower, Education and Training, the report of which was published last year by the Library Association (2);and then, between 1985 and 1986, I was a member of the Transbinary Group which reviewed the library and information science programmes of all our 17 British Schools. Their report (3) was published in 1986.

Overseas, in 1984 and 1985 I was responsible for curriculum design workshops in connection with the creation of Postgraduate Information Studies programmes for Latin America and China (ISTIC),both of these programmes being considerably influenced by the work of Professor Neelameghan. Finally, it is relevant to mention that earlier in this present year I spent 5 weeks evaluating New Zealand's arrangements for professional and sub-professional education for library and information work.

All of this adds up to quite a strong background in education and curriculum development for library and information science, but I have to say that my first-hand involvement in archival matters is minimal and I hope this will not seem too much of a handicap.

Turning now to the subject of my paper, if a KWIC indexer were to get to work on its title he would obviously pick up at least four keywords - curriculum, core, trunk (or common trunk) and satellites. If to this were to be added the word which indicates the focus of this whole international colloquium - that is, harmonisation, you would get a pretty fair idea of what the scope of this paper is intended to be. To fill out the picture, however, it might be helpful if I say a little about my general remit, as I understand it.

You will realise from Russell Bowden's excellent background paper that at least since the time of the 1980 Manila pre-IFLA conference, work has been going on steadily in IFLA circles - and elsewhere -in exploring the problems and possibilities presented by the harmonising of educational programmes for the library, archive and information professions. Areas of difficulty have certainly emerged, but so have encouraging lines of possible advance. The work already done has to some extent now reached a climax and the time seems ripe for getting down to the practicalities and problems associated with attempts to harmonise educational activity in specific subject areas. If consideration by this colloquium of these specific topics is to be truly meaningful it needs to be carried out with a full awareness of the general background and context, particularly since many of you who are here for this week will not have been present at many - possibly not at any at all - of the meetings which led up to this present one; or for that matter,you may not be aware of the very considerable work on harmonisation which has been carried out so far. Part of my task therefore must be to provide some background and context of this kind, and to bring out some of the more general issues associated with harmonisation and curriculum development - all of this, of course, in addition to attempting to deal with the more specific matters of curriculum development, trunk,satellites, and the like. In this, as in all other aspects covered by my paper,I am enjoined that I should not be attempting to provide answers to problems or questions, since that is a matter for you, the members of the colloquium;my business,rather,is to identify issues, potential conflicts and so forth.

HARMONISATION

The first thing I should do is to remind you that harmonisation has at least two meanings. One of these relates to harmonisation of practices between different schools in the same country or between schools in different countries. Harmonisation in this sense is clearly of crucial importance for matters such as equivalence of qualifications, their general acceptability,and the inter-change and general mobility of professional personnel. Important as it is, however, harmonisation of this sort is not the primary concern of this colloquium. As will be clear from its title, we are focussing on harmonisation in another sense - the harmonisation of education and training programmes for

the three information professions: archives, information science and librarianship.

In preparing myself for this paper I found particularly relevant a statement made in the Report of the 1979 Meeting of Experts on the harmonisation of archival training programmes(4). It said that cooperation and coordination are the true objectives of harmonisation, together with the willingness to perceive problems, work out common solutions and develop new processes which might utilise the skills, experience and resources of each. Now if this sort of thinking is to apply, there are certain obvious prerequisites, one of which is that there must be sufficient common ground and commonality of objectives in whatever is being harmonised to make such an approach worth considering. Looked at in this light archives, information science and librarianship would appear to be strong candidates for harmonisation. The central concern of all of them is with the materials of record, and for this purpose it does not matter whether those materials take the form of ancient manuscripts, present day business or governmental files, books,journals, audio-visual, electronic or other forms of record. What gives them their common bond and purpose is that they are carriers of information, and this bond is further strengthened when we add that the primary goal of those whose professional titles are archivist, librarian and information scientist is <u>service</u> - service to their user communities.

If these propositions about the 3 professions and those who practice them are accepted, it is scarcely surprising that attention has for many years now been turned to harmonising the programmes of education which prepare entrants for all three of them, since there should clearly be a reasonable expectation of at least some common educational ground between them. Early recognition of this was found as long as 40 years ago at University College London,when education for Archives became a responsibility of the pioneering department which by that time had already carried out an educational programme in librarianship for nearly 30 years. While not being aware of all the motivations which led to this, I would expect that at least one of them was economic: combining the two programmes in the one School avoided that unnecessary duplication of facilities and adminstrative infrastructures which was identified by the 1984 UNESCO International Symposium (5) as a major practical benefit of harmonisation. However much or little the integration or contact between the programmes that actually take place within the institution in question, this economising on overheads is in itself a major benefit - and if this applies in a very long established department in a developed country, how much more is it likely to be the case in Schools in the developing world - such as some of those represented at this colloquium.

A second benefit identified by the 1984 UNESCO International Symposium is less tangible, but no less potent. The point was made that combining programmes in the same institution lessens the danger of creating psychological barriers between professional groups - and this reasoning applies not only if the groups are librarians and archivists but if they are librarians and information scientists - as has been the case at Sheffield for nearly 25 years. In the information world that we are now moving into, this is a more important

consideration than ever before,since the information resources manager recognises no distinction between information sources: the information may come to him in the form of a book or periodical article, a computer data-base or a recently closed internal file. In fact the very last communication I received before concluding my recent New Zealand assignment informed me that their Wool Board's Information Services manager, initially a librarian, was now going to be in charge of all the organisation's information resources, and this included responsibility for records management. I should add that this does not apply just to New Zealand's Wool Board: the head office of its DSIR has adopted the same approach; and there is a very similar state of affairs within New Zealand's Ministry of Defence. What seems clear is that the world of practice stands to benefit from any institutional arrangements by which librarians, information scientists and archivists are in close contact from the very outset of their professional education, and thereby develop an early awareness of the full wide range and extent of the materials of record and of how their own particular skills, like the materials in which they specialise, can be used to their common advantage.

At this point,perhaps, it is as well to caution against an excess of euphoria concerning the benefits of harmonisation. One of the features of the spate of activity in this field which has characterised the 1980's has been a sober realisation that harmonisation has its limits and that in some cases these are encountered very early on; that shot-gun marriages between the information professions have even less to commend them than their human counterparts; that in the words of the Introductory Statement to UNESCO's International Symposium....(5) " a coordinated and harmonious relationship does not imply an actual integration of these different types of institutions and the three professions", and that " it is desirable at present that each develop its individual and specialised activities while, at the same time, identifying as many common areas as possible." There are participants in this colloquium who can speak from first hand knowledge of the realities of harmonisation, and one issue to which they might care to address themselves is how the thresholds, the boundaries beyond which they do not pursue harmonisation, are identified, and what are the factors which deter them from going beyond those thresholds.

CURRICULUM

With considerations such as these in mind attention can now be turned to one of my major topics - the matter of curriculum design and development. All three of the information professions with which we are concerned have been experiencing at least since the mid '70's a quite unparalleled period of change, this in its turn reflecting powerful changes in the external environment - social,political,economic, and perhaps most potent of all, technological - especially the impact of the computer and of advances in telecommunications. Naturally, and very properly, these changes have made a major impact on the thinking and practices of those responsible for education for the information professions: there has certainly never been a period to match the last decade in terms of curriculum design and development activity - activity created by the need to match, reflect and if possible, anticipate, the changes that are

taking place in the world of practice. As we move towards the end of the 1980's the pace quickens.

Here in Britain the British Library Research and Development Department has supported a major curriculum development project (6) under Edward Dudley's leadership, and our Transbinary Group found during its recent deliberations that virtually every one of the country's 17 Schools of Library and Information Studies had been active in developing new curricula. Yet in its report it nevertheless stated that " few library schools should survive the next five years without substantial changes to their teaching programmes" My own overseas experience during recent years convinces me that similar concern and similar activity is to be found world-wide; indeed, my assignment in New Zealand earlier this year arose specifically from the feeling in that country that changes were likely to be needed in their Library Schools' curricula. I should perhaps add that while I was out there I also discovered a deep concern amongst their archivists and records managers that educational arrangements should be set up to match their own changing and developing needs (7). In New Zealand, as in practically every other country I have had contact with, there is also a very keen awareness of the quite fundamental changes in operational practice and educational needs that mark the emergence of information resource managers and other information -related activities which are outside the traditional purview of education for library, information and archive work. Here is a new and extra dimension to the matter of harmonising educational programmes and curricula, a dimension which is very elusive and very often completely outside the control of the library , information and archive professions. The impact of Information Resource Management and of the "emerging market" provided by non-traditional information -related activity of all sorts is a matter which this colloquium might well wish to consider, particularly from the viewpoint of the implications for harmonised educational arrangements.

THE CORE

Central to any significant progress and development in harmonisation of educational arrangements is,of course, the existence of a core curriculum and it is worth giving a little time to examining the whole concept of the core. I should start by reminding you of the paper on The core curriculum for library and information science(8) which Dr.Robert Hayes presented to the 1980 Pre-IFLA Seminar at Manila. Dr Hayes began by confessing his concern that virtually everything that could reasonably be said about the core curriculum had already been well presented in the literature, and as an appendix to his paper he gave an excellent short annotated bibliography of key publications, which I commend to you. In spite of these protestations he nevertheless went on to give a fine paper which added some significant new perspectives to the whole topic. In the course of his paper he stressed that the core must be viewed within the context of the objectives of a particular School and the society which it serves, and rejected any concept of a model core, however desirable it might be, because of the impossibility of accommodating diverse national objectives,educational needs

and philosophies of teaching. He did not think a model core curriculum feasible or desirable, even across different institutions in the same country, let alone across different countries. For him, the core had to be considered only within the context of an individual institution,and he defined it as those courses that all students must take, regardless of their individual interests. This was a salutary dose of realism which provided as I recall it, no dissentiant reactions.

Nothing that Dr Hayes said - and I supported it at the time, and still do- is inconsistent with the view that a core of required studies has been the foundation on which the very great majority of librarianship curricula have been built, and that to a considerable extent the same is true of archives and information science. Equally undeniable is the fact that when differences due to semantics are taken into account there are marked similarities between most of the curricula put forward in different institutions, even in different countries, in respect of each of the 3 types of professional programme - librarianship,information science and archives. So far as librarianship is concerned this is scarcely surprising, since traditionally the goal of virtually all schools has been the production - the education - of G.-P.'s, General Practitioners whose professional education will equip them for work in virtually any type of library -public,special, academic,national,even in some cases,school libraries - assuming ,of course, a reasonable period of time for induction of the newly qualified librarian into the particular system in question. This approach stood the library profession in good stead for very many years, with the core areas comprising, in the old Library Association terms,Bibliography, Organisation of knowledge and Administration. These terms, or something like them, had a world- wide currency, with modifications in content and emphasis changing over the years, and changing in most cases naturally and easily.

With the dramatic changes of the 70's and 80's to which some reference has already been made - and particularly with the impact of information technology and the mounting complexity of systems which begin to require management of a more and more sophisticated character - the concept of the general practitioner came under increasing strain. As Roberts and Davinson have put it (9)- can the word "librarian" really extend to cover the work of both children's librarians and designers of a computerised information system for a law firm ? Small wonder that the LISC report (2) put the question whether in Britain, with 17 library and information studies Schools,virtually every one of which was committed to the goal of producing general practitioners, a more profitable way forward might be to think in terms of some Schools, at least, narrowing their sights and setting out to prepare practitioners for relatively small and well defined sectors of the total market. In other words, they would abandon the attempt to be all things to all sectors of the profession. It seems to me to be highly significant that we in Britain are not alone in moving towards this sort of thinking: for example a number of papers in the very important Spring 1986 issue of Library Trends , which is devoted entirely to Current and future trends in library and information science education,(10) reveal similar lines of thought in the U.S.A.

Whatever may or may not emerge from developments of this sort, the fact remains of course that specialisation and rationalisation is only feasible in countries with several schools: many countries in the developing world, and also some others - for example New Zealand - must continue to embrace the "General Practitioner" approach since they have but one professional school for all the information professions.

When the production of general practitioners is the goal the concept of a core continues to be of very great importance, but the point must nevertheless be made that the core has burst out of the tripartite confines which I mentioned earlier.Today few would question, for example, the need for all librarians to be numerate as well as literate, which implies a background in what can conveniently be called Quantitative Methods. Equally, no one could question the need for an adequate awareness of Library automation and on-line searching, and many would extend this to other, more wide -ranging aspects of Information Technology. In respect of some parts of the developing world this might seem at the least to be premature, but my own quite extensive experience in developing countries makes me believe that in most cases they do not see it this way, and that as much as any others they are confronted by the fact that what used to be a relatively manageable core of important subjects, required of all students, has now expanded to the point at which one sometimes feels - as we certainly did at times at Sheffield - that the sheer scale and complexity of present-day library operations has brought us near to the position in which "everything is core".

INFORMATION SCIENCE, LIBRARIANSHIP AND INFORMATION STUDIES

Much of this scale and complexity derives of course from the influence and impact of Information Science. Some of you may remember the time in the 1960's, or even as far back as the 1950's, when the relationship between librarianship and information science was often more likely to be one of conflict than of co-operation. Much that was good,however, came from those debates and controversies, and librarians and information scientists being the sensible and service-orientated professionals that they are, most of them showed an early willingness and ability to think very positively about what each could gain from the other and how they could most fruitfully work together.

In this present paper we have perhaps now reached the stage at which it will be useful to look a little more closely at the nature of information science and at the common ground which it shares with librarianship. I have no wish to add to the voluminous literature which sets out to define information

science,since our present purpose is well served by the Institute of Information Scientist's own Criteria for Information Science (11). The introductory paragraph to this leaflet states that "Information science is concerned with the principles and practice of the provision of information. To this end, it includes the study of information from its generation to its exploitation, and of its transmission in a variety of forms through a variety of channels". The Institute considers the following criteria to provide a guide to the topics which may usefully and justifiably be included in a course of instruction approved by them, and a good knowledge of a large proportion of them would be expected of students seeking professional recognition by the Institute:

Nature of Information and its Users
Sources of Information
Theory and Practice of Information Storage and Retrieval
Systems for Information Storage and Retrieval
Analysis of Information
Dissemination of Information
Management
Technology and its Applications
Ancillary Skills: Research Methods,Appropriate Mathematics and Statistics,Linguistics, Foreign Languages

This is not intended to be a curriculum but it does comprise a very fair conspectus of the nature of Information science as seen by a leading professional body in that field. It will also not be lost on librarians that with the exception of "Analysis of Information" all of those topics, in some form or other, should be covered in a good modern course in librarianship. Differences, of course, there would be, especially in terms of treatment, interpretation and emphasis, and it has to be said that some of these differences can be very profound indeed. This is particularly true in some of the more advanced and exotic areas of management and the applications of technology. For another, and reinforcing, viewpoint I cannot do better than to quote from Tamiko Matsumura's excellent paper (12) to the 1980 Manila Pre-IFLA Seminar, in which she says "The practical and applied aspects of information science which are concerned with information systems, services and networks, and information uses and users are certainly of common interest to librarianship. The concern with the application of information technology in handling information which characterises the field of information studies is what librarians have to look to for more effective library operation. And information science as a theory concerning the theories and experimentation in communication, information, systems and processes has particular relevance to librarianship in providing theoretical bases for this discipline".

What is clear, and for our present purpose very relevant, is that collectively the Institute of Information Scientists' topics, set out above, represent a very sizeable body of knowledge and instruction, that it is not easy to see which, if any of them, could be omitted, and that the resultant "core " leaves very little room for the inclusion of options or electives. What is encouraging for our present purpose,however, is to note the obvious extent of the common ground between librarianship and information science and the

apparent scope for a harmonised approach. What in fact has often happened is that courses in Information Studies have emerged, representing something of an amalgam of the two professional viewpoints: bringing to information science some of the more relevant influences of librarianship, while giving to librarianship that increasing information orientation which its present-day practice demands. It was suggested in the Transbinary Group's report (3) that development in recent years has occurred largely by giving greater attention to Sources of Information, to Information Storage and Retrieval and to the Management of Information Centres as well as libraries. The overall approach has been to make courses more service and user orientated and to be less concerned with libraries and the minutiae of libary procedures. It added that some Schools now stress the importance of marketing and promotion of services,and concerning specific courses it commented that in the three most information -orientated schools - City, Leeds and Sheffield - the emphasis is on information - its sources, storage,retrieval, communication and management, with a considerable amount of each course being dedicated to I.T.

In my own 1978 Guidelines for Curriculum Development in Information Studies,(1) which were subsequently adopted by IFLA I identified the following topics as essential for a basic Information Studies course.

Human Communications: a Foundation Course
User Studies
Sources of Information
Information/Data Storage and Retrieval
Organizational Aspects
Management Principles and Techniques
Systems Environments and Objectives
One of either National,Academic,Public,Special or School Library and Information Systems
Systems Operation
Reprographics
Mechanisation and Automation
Quantitative Methods

It is worth mentioning that Tamiko Matsumura in the 1980 paper mentioned above (12) produced a virtually identical list as representing common requirements for professional education in librarianship and information science. When such similarity of thinking emerges from sources at different ends of the world it is scarcely surprising that many schools had by that time adopted a practice which was quite quickly to become more or less universal: a change of title by which the word Information figured co-equally with Librarianship; for example School or Department of Library and Information Studies (or Science).

In the years that have passed since the above list was produced developments and change have come swiftly and sometimes dramatically. If the list was being produced today it would certainly call at least for some considerable changes of emphasis, plus some additions: for example Economics of Information and Information Marketing would certainly need to be included. What is clear is that the totality of the topics to be covered is increasing rather than diminishing;for example as long ago as 1978,in my own list above,I

could find room for only one elective, and later in this paper I shall be considering some of the implications of this state of affairs from the standpoint of the objectives of this present colloquium.

ARCHIVES

Turning from librarianship and information science to archives, I would reiterate that this is an area in which I speak with some diffidence, since my own first hand experience is very limited. I can say, however, that I form a very strong impression that recent years have seen a marked increase in awareness that archivists,by virtue of the informational role of archives, are now firmly -and properly - identified as being one of the main information professions;and when that part of their role and activities which is concerned with Records Management is taken into account, this fact become even more obvious. As Michael Cook stated in his RAMP study(13) "Archives administration and records management are interlinked within the general field of information studies", and he later makes the points that (i)"Records management should not be regarded as a totally separate subject unconnected with cultural or research exploitation of information sources, but concerned only with efficiency and economy within administration" and (ii) that "archives administration should not, on the other hand, be treated as concerned solely with cultural or research exploitation of materials,and emphatically not restricted to older or remoter documents, or with peripheral documents not required in current administration". A helpful diagram of the archives/record management relationship (Appendix A to this paper) was included in a recent study made by an external firm of consultants on behalf of New Zealand's State Services Commission and the National Archives (7). The object of the study was to provide the New Zealand Public Service with systems that are effective, efficient, consistent in quality, and based on modern technology. One of the points it made was that the development and utilisation of information manipulating equipment such as computers, word processors and facsimile transmission machines had moved the world into the information age, and the report went on to say that librarians in the New Zealand Public Service are becoming aware that the use of computers and users need of computers are driving records and library systems together. What it does not spell out, but which is of course implicit in these statements, is the key role in this whole development, of the third element in the triumvirate -information science itself.

On a wider plane, the Final Report of UNESCO's 1979 Meeting of experts on the harmonization of archival training programmes (4) refers to new perspectives due to the wish of governments to have improved access to socio-economic information needed for planning and development efforts, which is contained in their archives and records, and it goes on to state that new areas such as records management have imparted new dynamic elements to the older patterns.

Again,however, it is necessary to counsel against an excess of harmonistic euphoria. The Meeting of Experts, while affirming that the central and basic

activities of archivists centred upon the acquisition of materials, their arrangement and description, and their exploitation in use, went on to state that beyond this, each country would emphasise different priorities, with stage of development being always a basic factor. In Britain our Joint Consultative Committee (comprising ASLIB, the Institute of Information Scientists,the Library Association,SCONUL and the Society of Archivists) pronounced in the 1985 Final Report of its Working Party on Basic Education (14) that "For archivists first priority is given to materials and their presentation and second priority to users. For librarians and information scientists, first priority is the user and existing course tend to reflect this. This affects the sequence of subjects taught and also reduces the possibility of designing a common core curriculum acceptable to all three bodies". This conclusion,while not necessarily acceptable to all archivists, world-wide, at the very least says something about the distinctive nature of archival studies that must have important implications for any approach to a harmonised curriculum.

To conclude this brief and sketchy consideration of some of the salient aspects of archival studies as seen from the point of view of this present paper, it seems helpful to reproduce the list of the components of an archival training, as set out in Michael Cook's RAMP Study(13); though I shall not be surprised, incidentally, if like myself in respect of my own Guidelines publication, he may feel that with the passage of time he would now at least alter some of his emphases. Shortly, when I consider the matter of the common core, I shall have more to say about some of these headings, and especially Area C.

A General foundation course

B Professional core subjects
Records management,archives management, Interpretive sciences and skills; administrative history

C Courses in common with other information training
Reprographics; information storage,retrieval and dissemination; bibliography and sources of information; user studies; exhibition; legislation; security; building design and environmental control; systems design and automation

D Courses in common with other sectors
Management sciences; statistical methods
Languages
Research methodology and environment

E Practicals and special study

F The question of electives - education
conservation
publication
special formats
oral evidence

In the light of what I have said so far about the nature and distinctive characteristics of operational activity and educational arrangements in the fields of archives, information science and librarianship it should come as no surprise that the Final Report of UNESCO's 1984 International Symposium on Harmonisation of Educational and Training Programmes in Library Science,

Librarianship and Archival Studies (5) included the following statement:

" The three traditional information professions feel that they should retain their individuality and their ability to sustain and develop distinctive bodies of theory and practice. Nevertheless a harmonised common core-area consisting of both theory and practice, might be developed in a general atmosphere of user orientation."

THE COMMON CORE

We are now in a position to look a little more clearly at this matter of a "common core", and it should perhaps be spelled out that an underlying assumption must be that so far as specific programmes are concerned, all participants will be following a course of the same length and at the same level: it could be extremely difficult for example if those following an archives specialisation were pursuing a one year postgraduate course while the librarians and information scientists were engaged in three years of study for a first,bachelors degree.

As long ago as 1974 Havard Williams (15),while not explicitly pressing the concept of a common core for archives, librarianship and information science, set out in three parallel columns a core curriculum for each of them, arranged in such a way that common ground was made very apparent. There are many similar examples in the literature, and it will suffice for the present purpose to mention just one or two of them. The Joint Consultative Committee (14)identified the subjects of common interest to the three professions as being1. Communities and their information needs, 2. Information Systems and Services,3 Sources of Information, 4 Dissemination of Information,5. Information Technology, and 6 Management. Michael Cook (13), as already quoted, saw the courses which archival training had in common with other information training as being Reprographics,Information Storage, retrieval and dissemination, Bibliography and Sources of information, User studies, Exhibition, Legislation, Security,Building design and environmental control,Systems design and automation. The Meeting of experts on the harmonisation of archival training programmes (4) singled out as being of common concern to archives and related fields the subjects of management, restoration, reprography, application of automated techniques, and dealing with problems created by the newer media; to this list it added, as deserving of attention, storage facilities and equipment, security, exhibitions, classification and cataloguing and user-oriented educational services. Finally, a strictly practical example : UNESCO's International Symposium on Harmonization (5) reports that the Ecole des Bibliothecaires,Archivistes et Documentalistes of the University of Dakar has arrived at common elements in a core curriculum which include Restoration, Preservation, Handling non-book materials, Cataloguing,Classification and indexing, Management, Personnel management, and Historical and scientific bibliography.

INSTITUTIONS TEACHING ALL THREE DISCIPLINES

I have not found it easy to take the next step, which should be to identify institutions that are following the logic of what is set out above by actually teaching to some such common core, and even if I try only to identify single institutions in which training for all three professions is carried out under the same roof, I cannot pretend to anything approaching comprehensiveness. In Britain there is University College London and, to a very limited degree, Loughborough: and reference must of course be made to France's École des Chartes, in respect of Archives and Librarianship. In Manila the Institute of Library Science offers programmes at Masters level in Librarianship, Information Science and Archives Management, and similar patterns are to be found in Japan and other Asian countries, Latin America and Spain. A recent article by Edward Evans (16) referred to Denver as having a dual Masters in History and Librarianship to educate for careers in archives management and he stated that Denver was also planning an undergraduate programme in which archivists, information resource managers and librarians would have 240 hours of common instruction in the subjects of Information and Society, Information evaluation and acquisition, Organisation of Information, Information retrieval, Management of information systems, and Research methods. Evans also reported that of the Nordic library schools Sweden and Finland were looking into the possibility of including archives course work in their programmes, and all of them except (at present) Denmark required students to take 50% of their courses in common. It should also be mentioned that the New Zealand National Archives turns for its training requirements to the University of New South Wales School of Librarianship, which offers both a Masters and a Diploma in Archive Administration. Probably best known of all within IFLA. circles are the programmes of Morocco's École des Sciences de l'Information, at Rabat, and of the pioneering École des bibliothécaires, Archivistes et Documentalistes of Dakar; reference should also be made to harmonised activities to be found in 3 further Schools in the developing world: those of Tunisia, Ghana and Lebanon. Finally, I should reiterate a point made earlier, that countries with only a single training institution are likely to find a harmonised approach not only more economic, but easier to respond to.

Now I have to say that I myself am by no means clear about the degree of harmonisation that is achieved in most of these institutions, the methods adopted by them, or the various problems encountered - whether these be problems in common or problems distinctive to the different regions of the world. One of the benefits of this colloquium of course is that with its very wide representation there should be much scope for the sharing of experience of this sort. Many of you are likely to be interested in the following statement of the situation at University College London School of Library, Archive and Information Studies, kindly supplied to me a few weeks ago by its Director, Professor Andrew Watson:

"Since 1919 the School has taught Librarianship, since 1947 Archive Administration and since the late 1960s Information Studies. In the 1950s and 1960s the first two of these were, with some difficulty, entirely separated so that student archivists could be taught only what was then considered relevant to their future needs. With the growth of Information Science and an increase in the number of technical problems that both librarians and archivists have to face, both the contents of courses and the duties of the teaching staff have changed to reflect the community of interests shared by the three professions. This means that teaching staff who formerly taught Librarianship students or Archive students now teach both, either together or separately. A conspicuous example is in Conservation, for long an important element in an archivist's professional training: all students are now taught by a menber of the full time staff (qualified as a librarian), by a member of the Institute of Archaeology in University College, by a member of the PRO staff who lectures on Record Office Management, and by two consultants on Conservation to Cambridge colleges. Various aspects of Reprography are taught by the same member of the PRO staff and by one of the School's full-time staff. The instruction has recently included a day's visit to CIMTECH, attended by students from all the School's three 'streams'. Further, Records Management, also a long-standing feature in the archivists' course, impinges on Business Archives in the Archives course and Business Information in the Library Studies course: a full-time lecturer in Information Studies and two members of the PRO staff instruct students, and may soon be joined by a new member of staff in establishing a new course in Information and Records Management, which would draw upon elements existing within both the Library and Archives studies courses".

This UCL approach typifies the fairly loose sort of educational contact between the three groups which, though falling far short of integration, can offer many practical benefits such as maximising the use made of specialist teaching staff; some of you will no doubt wish to comment upon this. At the other extreme it is possible to conceive of a high degree of integration of teaching - that is to say all three groups being taught together for at least a large proportion of the course. In between there are many variants and possible intermediate positions.

THE TRUNK AND SATELLITES

One of these involves the concept of the trunk. This implies teaching in common up to a certain point, after which there is division - branching out - into various specialised directions. The underlying logic is that the branches need the common nourishment provided by the parent trunk, but that at a certain stage they become self sufficient, and develop in a self-contained manner. This approach may be seen at work within most courses of library and/or information science. For example the pattern followed for studying Information resources often takes the form of a basic course taken by all students, devoted to general sources of information, general policy issues and the like, followed by a choice between sources of information in one of the three specialised areas of Science and Technology, Humanities and Social Sciences. Similarly, the study of

Management or Administration often takes the form of a general course, studied by all, followed by the opportunity to specialise in either Public, Academic or Special libraries. From the point of view of a harmonised approach to the study and teaching of Information Science, Archives and Librarianship this trunk concept would call for the teaching in common of all three of these areas of activity up to a certain point in the development of the programme, after which the trunk would divide into separate branches, each going its own way, and meeting the needs specific to archivists, information scientists and librarians respectively.

This brings up some interesting questions, of which perhaps the most important concerns the nature of the subject areas and of the teaching which makes up the initial common trunk. Certainly - as emerged earlier in this paper - there is a high degree of consensus that some subjects - Management, Technology, Conservation and User Studies, for example - should appear in the curriculum of all three professions, and that in each of these topics there must be a certain amount of content that is relevant to and needed by all. But the specialised emphases appropriate for each of the three professions would at some stage need to be recognised - possibly to the extent of calling for separate treatment. Our experience at Sheffield with two groups of students - Information Scientists and Librarians - for whom quite a high degree of teaching in common might reasonably be expected, was that even for topics such as Information storage and retrieval, Statistics, Computer basics, the point was quite quickly reached at which it was desirable for the two groups to be separately taught. It may well be found that in respect of the subjects which make up the 'trunk' of library, information, and archive - studies whatever these may be - the need for separation, divergence, will not only vary from subject to subject, but will be arrived at so quickly that the resultant tree will be all branches and very little trunk. More light on this will no doubt be shed by the various papers you will hear this week, but it is certainly a problem which merits your consideration.

Another approach is to think in terms of a central core curriculum, related to which are specialised modules conducted alongside the main core and introduced and related to it at relevant times - almost as satellites to the main nucleus. What calls for very careful management in such a situation is the timing of the introduction of such options, and here again it would be extremely interesting to hear from participants their own experience of this sort of approach, and particularly perhaps whether it introduces a degree of complication (and perhaps sophistication ?) that imposes too heavy a strain on staff that may be limited both in numbers and in range of specialisations.

OPTIONS

At this stage I should perhaps remind you of a point that I made earlier, that the great expansion in the number of topics that are <u>required</u> of all students following a <u>general</u> basic course of professional education has squeezed out the possibility of more than a minimal number of options or electives. at least in the case of one year postgraduate programmes. This certainly emerged

from the curriculum design workshops for postgraduate programmes in Information Studies in China and Latin America, with which I was involved a couple of years ago, and one of the problems thrown up during my recent work in New Zealand was their increasing difficulty in maintaining a viable range of options. Could it be that except for very large schools with very large staffs the stage is now being reached at which the whole concept of a wide-ranging menu of electives must be under question ? Or at least, the concept of free-standing electives, by which I mean those that are self- contained in their own right, as distinct from electives which are, so to speak, a "Part 2", i.e. a more advanced stage of topics which have already been studied at basic level in a required core.

A FOUNDATION COURSE

Many of the questions and problems which have emerged in this paper derive from the difficulty of identifying a solid and substantial core of knowledge which can simultaneously and profitably be taught to all students in all three areas - archives, librarianship and information science. There is however, one possible element in a common programme which need not give rise to such difficulties, and that is a Foundation course. I introduced this concept into my 1978 Guidelines (1) and though these were specifically concerned with Information Studies, what I had to say is applicable, with very slight modifications, to a Foundation course to be followed not only by Information scientists and librarians, but by archivists. The full title of the proposed course was Human communication : a foundation course. It was intended as a general overview of human communication - of what is involved in the transfer of knowledge, or information, or imaginative stimuli from one human mind to another, the objective being to provide a context or foundation for the more specialised elements which make up the total course. Human communication in such a course can be thought of from two points of view - theoretical and practical. The theoretical may be pursued in as great or little depth as is feasible or desirable, while the practical component provides the means by which the communication process may be considered in more tangible terms. It will provide the opportunity to present " Information" from the point of view of its genesis, or generation, its preservation, storage, retrieval and utilisation. These aspects can be translated and presented in terms of the activities, mechanisms and institutions which collectively encompass the whole process of information transfer: for example publishing and the book trade, libraries and documentation units, information services, archives and record management, resource sharing, and the like. This general overview, in its turn, will provide a natural lead-in for consideration of the total library, information and archives infrastructure at national,regional and international level. Such a course, will, amongst other things, enable potential librarians, information scientists and archivists to think of themselves and their activities not in isolation, but as a link in the total communication chain.

The thinking, or variants on the thinking, behind such an approach certainly influenced the course which emerged from our 1984 Latin American Workshop on Postgraduate training for Information specialists (17), with the

title Information in its social and communications context; and likewise the somewhat similar course which emerged from the Beijing Workshop (18), entitled Information and society : an introduction to information studies. It should also be noted that the 1985 Regional seminar on curriculum development in information studies,held at Bangkok (19), included in its model curriculum a course with the title Information in its social and communications context. All of these courses, it should be added, also drew heavily on the thinking of Professor A.Neelameghan. A course along somewhat similar lines is part of Sheffield's M.A. in Librarianship programme, with the title of Context and background studies,and the diagram in Appendix B shows how it relates to the programme as a whole.

I have dealt at some length with the concept of a "Foundation" type course, since it is arguable that within a combined programme it is the one complete element of any substance in which the teaching of information science,archives and librarianship students as a single group is preferable not only on economic but on educational grounds. This is not to deny, of course, that there are many very important areas of study for parts of which teaching in common is similarly preferable. Whether or not this is the case, it seems highly probable that specialist teachers - whether it be of automation,management, information retrieval or any other subject which provides common ground for all three groups, are also likely to teach each group separately for part at least of the course in question. It is therefore to the person of the teacher, and not just to the students and the course itself, that we must look for an important contribution to the harmonising process. This, I hope, is so obvious as to be almost platitudinous, since it is the calibre of the teaching staff that determines 50% of the quality of any programme - the other 50% being determined of course by the calibre of the students.

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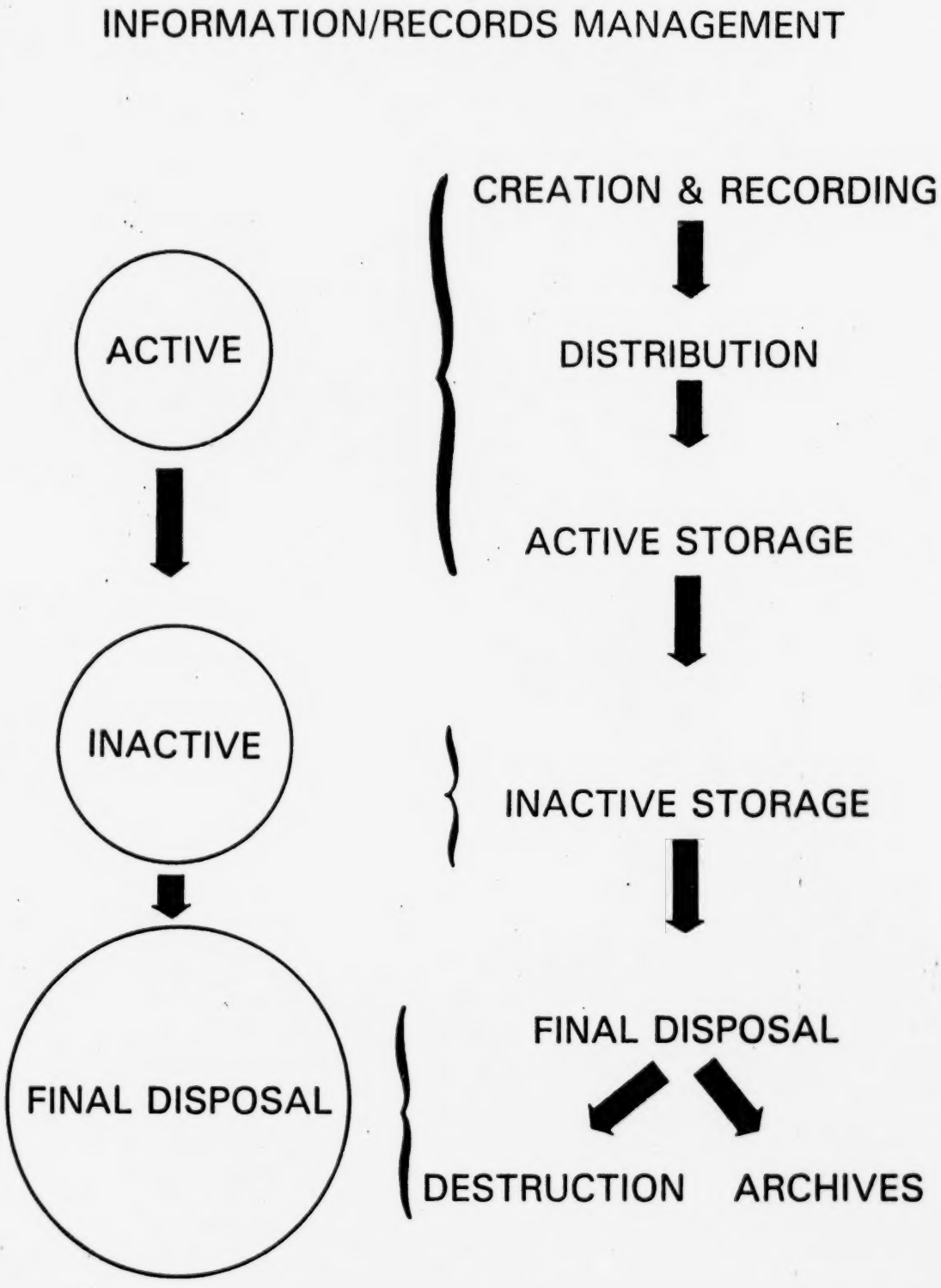

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Figure 1: A Record Cycle

APPENDIX B

TERM 1

TERMS 2 - 3 → SUMMER

CONTEXT AND BACKGROUND STUDIES

INFORMATION STORAGE & RETRIEVAL

ELECTIVE (1)

INTRODUCTION TO MANAGEMENT → PEOPLE AND LIBRARY ORGANIZATIONS OR INDEPENDENT STUDY

RESOURCES → HUMANITIES RESOURCES OR SOCIAL SCIENCES RESOURCES OR SCIENCES RESOURCES

COMPUTERS & INFORMATION (INCLUDING LIBRARY AUTOMATION)

SOCIAL RESEARCH & STATISTICS

ELECTIVE (2)

→ ACADEMIC LIBRARIES & THEIR COMMUNITIES OR PUBLIC LIBRARIES & THEIR COMMUNITIES OR SPECIAL LIBRARIES & THEIR COMMUNITIES

DISSERTATION

OCTOBER → JANUARY → MAY → SEPT.

M.A. (LIBRARIANSHIP)